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Composition II

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Collin College

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COLLIN COLLEGE
COURSE SYLLABUS

Course Information

Course Number: ENGL 1302

Course Title: Composition II

Course Description: Intensive study of and practice in the strategies and techniques for developing research-based expository and persuasive texts. Emphasis on effective and ethical rhetorical inquiry, including primary and secondary research methods; critical reading of verbal, visual, and multimedia texts; systematic evaluation, synthesis, and documentation of information sources; and critical thinking about evidence and conclusions. Lab required.

Course Credit Hours: 3
 Lecture Hours: 3
 Lab Hour: 1

Prerequisite: ENGL 1301

Student Learning Outcomes:

- **State Mandated Outcomes:** Upon successful completion of this course, students will:
 1. Demonstrate knowledge of individual and collaborative research processes. (Teamwork)
 2. Develop ideas and synthesize primary and secondary sources within focused academic arguments, including one or more research-based essays. (Communication Skills)
 3. Analyze, interpret, and evaluate a variety of texts for the ethical and logical uses of evidence. (Critical Thinking)
 4. Write in a style that clearly communicates meaning, builds credibility, and inspires belief or action. (Communication Skills)
 5. Apply the conventions of style manuals for specific academic disciplines (e.g., APA, CMS, MLA, etc.).
- **Additional Collin Outcome:** Upon successful completion of this course, students should be able to do the following:
 1. Demonstrate personal responsibility through the ethical use of intellectual property. (Personal Responsibility)

Withdrawal Policy: See the current *Collin Registration Guide*. The last day to withdraw with a "W" is **Oct. 19, 2018**. Note that the professor cannot withdraw you from class. You must complete a drop form with Admissions and Records to formally withdraw.

Collin College Academic Policies: See the current *Collin Student Handbook*

Americans with Disabilities Act Statement: In compliance with applicable law, Collin College provides equal access to education and safeguards against discrimination by offering specialized services and reasonable accommodations to qualified students with a disability. If you anticipate or experience any barriers to learning based on disability, please contact the ACCESS Office (Plano D140 or Frisco F144) (<https://rainier.accessiblelearning.com/Collin/ApplicationStudent.aspx>) **Note:** Instructors will provide reasonable accommodations only to students who present a Course Accessibility Letter issued by the ACCESS Office.

From the Collin Student Handbook, Chapter 6: Student Code of Conduct Violations

Every member of the Collin College community is expected to maintain the highest standards of academic integrity. All work submitted for credit is expected to be the student's own work. Collin College may initiate disciplinary proceedings against a student or prospective student accused of scholastic dishonesty. While specific examples are listed below, this is not an exhaustive list, and scholastic dishonesty may encompass other conduct, including any misconduct through electronic or computerized means. Scholastic dishonesty shall include, but is not limited to, one (1) or more of the following acts.

1. **Cheating** includes, but is not limited to, having access to unauthorized materials or electronic, digital media, telecommunication, and/or wearable devices (i.e., phones, smart watches, Fitbits, Bluetooth devices, tablets, etc.) during an examination; the giving or receiving of information in an unauthorized manner during an examination or to complete an assignment; using, buying, selling, soliciting, stealing, or otherwise obtaining course assignments and/or examination questions in advance; using someone else's work for an assignment as if it were one's own; submitting or resubmitting an assignment in whole or in part (i.e., recycling an assignment) for more than one (1) class or institution without permission from each of the professors; using annotated texts or teacher's editions; using information about exams posted on the Internet or in any electronic medium; leaving a test site without authority; failing to secure test materials; removing tests or answer sheets from a test site; and any other dishonest means of attempting to fulfill the requirements of a course.
2. **Collusion** includes, but is not limited to, intentionally or unintentionally aiding or attempting to aid another in an act of scholastic dishonesty; failing to secure academic work; providing a paper or project to another student; providing an inappropriate level of assistance; unauthorized collaboration or communicating answers to a classmate about an examination or course assignment; and allowing a classmate to copy answers.
3. **General Scholastic Dishonesty** includes, but is not limited to, statements, acts, or omissions related to applications for enrollment, credit or class work, research, or the award of a degree; and/or falsifying academic records or documents. Students are expected to record honestly and accurately the results of all their research. Falsification of research results shall include misrepresentations, distortions, or omissions in data or reports on research.

4. **Plagiarism** includes, but is not limited to, intentionally or unintentionally failing to quote and cite an author's words, information, and/or ideas in accordance with American Psychological Association (APA) Style, Modern Language Association (MLA) Style, The Chicago Manual of Style (Chicago Style), or another citation style approved by the professor.

See the current *Collin Student Handbook* for additional information.

SOBI: Collin College's Strategies of Behavioral Intervention (SOBI) team is an interdisciplinary, college-wide team whose mission is to provide support for students, faculty, and staff, and to facilitate a positive and effective learning environment. In order to accomplish this, the SOBI team has designed a process for assisting students who may display various levels of concerning behavior (e.g., strange or unusual behavior; changes in dress, personal hygiene, or physical appearance; threats of harm to self or others; etc.). Any behavior that becomes a concern to you or that negatively affects your ability to succeed as a student at Collin College may be referred to SOBI.

Please note that SOBI is not a disciplinary committee, and SOBI actions are not a substitute for disciplinary procedures. Reports of Student Code of Conduct (Code) violations will be referred directly to the Dean of Students for disciplinary action. If you have any questions regarding disciplinary procedures, you can call 972-881-5604 or email dos@collin.edu. If you need to file an incident report with the Dean of Students, you can do so from this link, https://www.collin.edu/studentresources/deanofstudents/forms/student_incident_report.html

To submit a SOBI referral through CougarWeb, go to the "Student" tab, scroll down to the section entitled, "Safety and Wellness" and then click on "Refer information of concern (SOBI)". Complete the form as fully and as accurately as possible. You can obtain more information about SOBI (including how to submit a referral from off-campus) on the SOBI website, which can be found here (<https://www.collin.edu/studentresources/SOBI/>).

INSTRUCTOR'S INFORMATION:

Instructor's Name: Lisa H. Forrester, PhD

Office: Library 213-A, Frisco Campus

Office Hours: If the hours listed below do not work for you, email me to arrange an appointment.

- Tues. and Thurs. 9:00 AM – 10:00 AM
- Wed. 10:00 AM – 12:00 PM and 5:00 PM – 7:00 PM

Phone Number: 972-377-1087

Email: lforrester@collin.edu

CLASS INFORMATION:

Section Number: PY1; **CRN:** 10763

Class Room and Time: L218 10 to 11:20 am on Thurs. and additional assignments through Canvas on Tues. by 11:59 pm.

Technology Requirements: To successfully complete this course, students must have ready access to a computer with Internet access and access to Canvas. Students should also know how to send emails, attach files to emails and discussion board posts, and type and save documents in *Microsoft Word* or a similar word processing program. No files saved in .pages can be used or graded through email or Canvas.

Netiquette: Part of your evaluation will include work done in online class environments (Canvas). The activities in which you participate in our online class space should be conducted as if you were in a classroom. Be courteous to your fellow students and to your instructor. In discussion board posts, emails, and other online exchanges, I expect you to use the sort of written language I would see in an essay that you would turn in for a grade: no IM-speak, no slang, no all-caps, no no-caps. I don't have problems with the occasional emoticon on discussion board posts, but just make sure that everyone can understand the point you are trying to communicate. Emoticons aren't interpreted the same way in everyone's text speak, so it makes sense to use them cautiously.

Course Format: Text-based lectures, class discussion, computer-assisted instruction, audio/visual materials, personal conferences (if needed), lab assignments

Placement Assessments: ENGL 1301

Course Resources: *The Norton Sampler: Essays for Composition* 9th ed. Thomas Cooley, ed. and *Pocket Style Guide*, 8th ed. Diane Hacker and Nancy Somers, eds. and resources posted on the course site on Canvas.

Supplies: 1. Access to the Internet for using Canvas and for turning in assignments and essays. 2. An active Collin email (Cougarmail) address. Please note that all emails to the professor must be sent via your Collin email due to the college's privacy policies.

Special Considerations for Online/Hybrid Students: Students must read all course materials thoroughly and carefully. You also need to check course materials and email regularly (I'd suggest at least once a day), which naturally requires a computer with Internet access. If you don't have one at home, I highly recommend choosing a study location where you can access one (library, home of a friend or relative, etc.) and planning to spend a lot of time there over the course of the semester. We do not have a strict schedule in which everyone is expected to be online at specific times, but all students are expected actively participate in class activities.

Method of Evaluation: Completion of all assignments is vital to your success in this course; **any student who does not complete all major essays will not be eligible to pass.** A passing grade in this class constitutes a cumulative total of **60 points or better.** As your instructor, I also reserve the right to require tutoring through the Writing Center or Online Writing Lab for students I feel need extra help completing and/or revising their assignments. For more information about the Writing Centers and the OWL, please visit <http://www.collin.edu/writingcenter>.

Your final grades will be determined as follows:

Essay #1 (Student's Choice: Descriptive, Comp/Contrast, or Definition): 10 points

Essay #2 (Annotated Bibliography): 10 points

Essay #3 (Researched Argument Essay): 20 points

Essay #4 (Reflective Essay): 10 points

Discussion Board: 2 points each....10 points

Assignments: 2 points each...20 points

Lab Assignments: Pass/Fail (no points)

Participation and Professionalism (see explanation in Canvas): 10 points

Final Exam: 10 points

Total Possible Points: 100 points

100-90=A, 89-80=B, 79-70=C, 69-60=D, 59-0=F

Due Dates: Assignments for this class, including essays and discussion posts are noted on the course calendar and/or in the assignment's instructions.

Delivery Method of Feedback and Graded Material: All grades and feedback will be posted via the grade book on Canvas; assignments and discussion board posts are

usually graded within one week of the due date and essays within two weeks of the due dates.

Late Work Policy: I do not accept late work. If you recognize that you will not be able to turn in an assignment on the day and time it is due, make plans to turn it in early. If that is not possible, turn in as much of the work as you have completed. Something turned in on time is worth more points than nothing turned in.

MLA Format Expected for All Work: We will discuss MLA format in some detail the first week or so of class. Afterward, I expect you to have a basic knowledge of MLA formatting. Later in the semester, we will spend some time discussing citation. If you forget our initial MLA talk, I strongly suggest you get yourself to the interwebs ([Purdue OWL MLA](#) is a great place), *YouTube*, and/or the Collin College Writing Center for help. **The basics:** One-inch margins, 12 point font (Times New Roman, Arial, Calibri, and Garamond are acceptable), double-spacing at 0 point (you will usually need to change this since most Word programs default to 8 or 10 point spacing), name and page number in header top right, informational header on first page only top left, in-text citations when appropriate, title on first page, works cited page. Nothing underlined. Nothing in **bold**. No other font sizes. No other fonts but the ones suggested above (particularly comic sans). No title pages. No extra spacing after/before paragraphs or sentences.

Online Discussion or Collaborative Activities: All discussion and collaborative activities must be submitted in a timely manner. Discussion posts must include around 200 words and substantive comments, including at least two responses to other posts. (Avoid posts that don't really add to the conversation, like "I agree" or "good point" – elaborate your thoughts more clearly.) Maintain a collegial tone appropriate for class discussion, and never resort to insults, slurs, or inappropriate language. Don't plagiarize the words, images, or ideas of others; if you include information from an outside source in your post, include information about where you found it.

Discussion and collaborative activities will be evaluated based on timely submission, substantive contribution to the conversation, and proper tone, including appropriate grammar and syntax. Please see the course netiquette statement for more details.

Contacting Your Professor: Your main means of contacting me will be via email. Due to the college's privacy policies, all emails sent to me at lforrester@collin.edu **MUST** be sent from your official college email (Cougarmail); otherwise, I may not be able to respond. Canvas has an email link on the course homepage which students can use to access Cougarmail. Emails will usually be returned within **one to two days**. Be sure to include your full name in the text of each email submission, and always write the course and section number in the subject box of your email - example: ENGL 1302.PY1.

Attendance Policy: I am required to certify that all students on roll are attending by the census date for this semester. I will continue to take roll after that for administrative reasons.

Professor's Requirements and Behavior Expectations:

1. Students should read all assigned readings and directions before asking questions, especially if they have been absent from class.
2. This course stresses writing as a process, and if you fail to complete part of the process, you fail to complete the assignment.
3. In this class, **any cases of plagiarism will automatically be reported to the College's Dean of Students.** I will not accept future work from students who are caught plagiarizing; thus, **students caught plagiarizing should not expect a passing grade.** Plagiarism is unacceptable in college-level courses and is therefore grounds for failing. **Students should also avoid submitting work from other/previous classes for a grade in this class.** See Collin College's plagiarism policy below for more details.

Instructor clarification: MANY CASES OF PLAGIARISM ARE THE RESULT OF CARELESS DOCUMENTATION OR FAULTY NOTETAKING. Unfortunately, the reader who finds the error, not knowing the writer's intent, can only assume the plagiarism is intentional. Intentional or not, plagiarism in any paper will still carry serious penalties.

You can avoid plagiarizing if you remember that when you quote, use quotation marks; when you paraphrase, use only your own words. IN EITHER CASE, YOU MUST DOCUMENT.

Many students overreact when they learn what plagiarism means. They either assume that they should not use any sources (thus avoiding the problem entirely), or they assume they should document every word they have written. Both reactions are in error, for good writing involves the synthesis of your own ideas with the ideas of others. Documentation serves the purpose of clearly indicating which ideas are yours and which are those of other writers. If you are in doubt about that dividing line, ask your instructor or the Writing Center tutors for guidance.

Plagiarism, because it is a form of theft, burglary, kidnapping, or dishonesty that interferes with the goals of education, must carry severe penalties. The English Department's policy is that an assignment containing plagiarized material receives an automatic "F."

Grading Standards: To unify grading, I will be using the following guidelines.

- I. EXCELLENT/SUPERIOR (A/B)
 - a. Note: Although "A" and "B" papers possess many of the same features, the style, originality, and level of excellence of the "A" paper are exceptional.

- b. Preparation: The student adapts his or her thinking to the form and requirements of the assignments, developing the paper through preliminary outlines and drafts.
- c. Contents: The paper contains a significant and central idea clearly defined and supported with concrete, substantial, and consistently relevant detail. The superior paper displays freshness and originality of perception; it moves through its ideas with inevitability organic to its central idea.
- d. Development: The paper engages attention and interest at the beginning, progresses by ordered and necessary stages, and ends with a non-repetitive conclusion. Development is economical, original, well proportioned, and emphatic; paragraphs are coherent, unified, and properly developed; and transitional expressions are both logical and effectively placed.
- e. Sentence Structure: Sentences are unified, coherent, forceful, and varied to promote a lively and interesting rhythm.
- f. Diction: The language is distinctive, fresh, economical, and precise; usage is rarely incorrect.
- g. Grammar and Punctuation: Correct grammar, punctuation, spelling, and mechanics reflect clear and effective thinking.
- h. Appearance: The student has carefully proofread and correctly documented the paper. The student will type out-of-class papers using standard 10- or 12-font size on standard white paper using 1" margins and double spacing throughout (no triple spacing between paragraphs).

II. AVERAGE (C)

- a. The "C" paper is clear, competent, and controlled, but its style and originality are undistinguished.
- b. Preparation: The paper contains evidence of at least one preliminary draft. The student has clearly and competently adapted the topic and content to the assignment. C
- c. Content: The central idea is apparent but too general, familiar, or limited. Although supported with concrete detail, such detail may be occasionally repetitious, irrelevant, and/or sketchy.
- d. Development: The plan of the paper is recognizable but not developed and/or consistently fulfilled. Development may be disproportionate or exhibit inappropriate emphasis. Transitions are clear but too abrupt, mechanical, and/or monotonous. The paragraphs are unified, coherent, and usually well developed.
- e. Sentence Structure: The sentences are competent, but many lack force, variation in structure, and/or effective rhythm.
- f. Diction: The language is appropriate to the paper's purpose, subject, and audience; it is not overly formal, abstract, or colloquial. Errors in usage are infrequent.
- g. Grammar and Punctuation: Deviations from standard grammar, punctuation, spelling, or mechanics damage the paper's clarity and effectiveness.

- h. Appearance: The “C” paper conforms to the guidelines established for the superior paper.
- III. UNSATISFACTORY (D-F)
 - a. Although “D” and “F” papers may share the same faults (such as inadequate development or absence of a discernible thesis), the “F” paper exhibits an obvious breakdown in style and structure.
 - b. Preparation: The student’s ideas do not relate to the specific assignment, and the paper suggests scant evidence of a preliminary draft.
 - c. Content: The central idea is missing, confused, superficial, or unsupported by concrete and relevant detail. Content is obvious, contradictory, and/or aimless.
 - d. Development: The essay lacks clear and orderly stages and further fails to emphasize and support the central idea. Paragraphs are typographical rather than structural; transitions between paragraphs are missing, unclear, ineffective, or rudimentary.
 - e. Sentence Structure: Sentences are incoherent, incomplete, fused, monotonous, rudimentary, and/or redundant, thus thwarting the intended meaning.
 - f. Diction: The level of language is inappropriate to the subject; errors in usage are frequent.
 - g. Grammar and Punctuation: Frequent mistakes in basic grammar, spelling, and punctuation obscure the writer’s ideas.
 - h. Appearance: An illegible presentation is always a liability.
 - i. Plagiarism: Collin College faculty do not tolerate plagiarism. A paper containing plagiarism will earn a failing grade.

Incomplete: Students prevented from completing the course because of extenuating circumstances may qualify for a grade of Incomplete if the student has attended regularly, completed 80% of the course work, and is present to sign the Incomplete Contract. (See the College Catalog about Incomplete Grades and Contracts.)

Writing Workshops for Students: Several Writing Workshops will be held each semester to address specific areas of the writing and research process. These workshops address topics such as sentence structure, MLA documentation, writing a literary analysis, essay organization, ESL issues, how to spot and correct common writing errors, etc. There is a schedule of these workshops provided on Canvas.

English 1302.PY1

Course Calendar

August

28 Self-Intro to course Canvas site.

30 Intro to class face-to-face: syllabus, course calendar, hybrid courses. Homework: DB1.

September

4 DB1 due in Canvas at noon (See “Discussions” tab on Canvas).

6 Intro to textbooks and theme. MLA, databases, and *Word*. Writing Center visit at 11 am. Homework: Read “Lucille” by Holly Roland which is found on Canvas module “Intro to Course” and pp. 199-200 of our textbook *Norton Pocket Book*.

11 Assignment 1 due at noon (See Canvas Module “Intro to Course”).

13 Review Assignments 1 and discuss 2. Begin Essay One (See prompt on Canvas Module “Essay One”). Homework: Read “*Gilmore Girls: A Girl-Power Gimmick*” pp. 208-16 and *Family Guy* and Freud: Jokes and Their Relation to the Unconscious” pp. 217-26 in our textbook *Norton Pocket Book*.

18 Assignment 2 due at noon. Homework: RR1—due 9/21 at 10 am on paper (See Canvas Module “Essay One”).

20 Turn in RR1. Review Essay format for Evaluation (found on Canvas under Essay One tab). Prewrite Essay One.

25 DB2 due by noon. Homework: Begin drafting Essay One.

27 Peer Review Essay One in class.

October

2 DB3 due by noon. Homework: Complete Essay One final copy.

4 Turn in Essay One final copy only to Turnitin tab on Canvas.

9 Complete Assignment 3, due at noon

11 No class face to face—online assignment—See module for Essay Two

16 Assignment 4 due at noon, continue work on Annotated Bibliography.

18 Annotated Bibliography. Prompt on Canvas Module “Essay Two.” Complete and turn in RR2. Discuss grades on Essay One. Homework: Begin Essay Two and complete Annotated Bibliography.

19 **Last day to withdraw from courses with a “W”**

23 Annotated Bibliography due at noon in Canvas. Homework: RR3—due 10/26 at 10 am on paper.

25 Turn in RR3. Review MLA style using last section of *Pocket Style* text. Homework: Complete draft of Essay Two.

30 Assignment 5 due at noon. Homework: RR4 (draft of Essay Two) due 11/2 at 10 am.

November

1 Turn in RR4. Peer review Essay Two. Homework: Complete final copy of Essay Two.

6 Complete Essay Two and turn it into *Turnitin* by noon.

8 Begin Essay Three, work on RR5/Assignment 6 in class.

13 RR5 due at noon for extra credit

15 Discuss grades for Essay Two and begin research for Essay Three. Homework: Work on draft of Essay Three.

20 Turn in draft of Essay Three to Canvas by noon.

22 Thanksgiving Holiday—No class

27 TBA

29 Peer Review in class of Essay Three

December

4 Upload Essay Three to *Turnitin* on Canvas and complete DB5 by Dec. 10 at 11:59 pm.

6 Turn in Lab record sheets at the beginning of class. Review for Final Exam.

13 Final Exam 10 am—12 pm turned in through Canvas—Class will not meet in the classroom. See professor in L213 if you need further direction.